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*A study of interest.*—Education to be highly successful must be psychologically adapted to the interests of the pupils. The importance of interest as a factor in education has been studied from various points of view. The author of a recent publication<sup>1</sup> attempts to bring together the results of these investigations, hoping thereby both to stimulate further educational research in the field of interest and to standardize intelligent practice by the contribution of guiding principles. In the language of the author:

The proposed study seeks first by selection from varied sources to identify and correlate certain psycho-physical and social elements of interest at successive stages of development. By extending the conception of interest to include the entire range of popular and scientific denotation, it will seek to indicate the nature, development, and effect of the significant forms of its expression [pp. 3-4].

The study is based on a threefold division of the subject-matter, the author assuming that this distinction is supported by the so-called "three levels" of neural development.

Still further it is convenient to group the data under the physiological, the biological, and sociological interpretations so as to furnish loosely corresponding treatments of interest as a state of consciousness, of its development in universal forms of expression, and of the modifications in its expression hitherto regarded as instinctive which result from social contact [p. 11].

An interesting diagram, illustrating the correspondence between types of attention and interest and the development of interest as expressed in typical behavior, comprises an essential feature of the chapter dealing with interest from a physiological point of view. Then the author traces the development of instinctive interest, following this with a discussion of the social modification of interest.

In the last chapter, Mr. Waples gives a very intelligent presentation of the educational implications regarding interest. He contends that the genetic development of interest provides a basis for standard principles of educational method. He feels that methods of motivating the learning process may be used to advantage if the pupils are first grouped at approximately the same level of intellectual growth.

The material for this study has been drawn from noted experiments and investigations in this field. The author's interpretation follows appropriately as a result of a review of this work.

SHIRLEY HAMRIN

*A high-school text in woodwork.*—An examination of the usual textbook which deals with a manual arts subject will reveal an undue emphasis on the finished product, the object to be made. In a way, any textbook reflects the

<sup>1</sup> DOUGLAS WAPLES, *An Approach to the Synthetic Study of Interest in Education*. Reprinted from the *Journal of Educational Psychology*. Baltimore: Warwick & York, 1921. Pp. 61.